

Additional Documents for

**“The annual 2019 workshop on The Development of
Teaching English Communicative Skill for
Satul Private School Teachers”**

Organized by Office of Private Education, Satun Province

Date : September 23rd – 25th , 2019

Venue: Yannaty Hotel , Hat Yai, Songkhla

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what is communicative english?

What is communicative English? Well it's in the name... Communicating in English! Communicative English is an approach to language teaching in which a student learns from real life interaction, which can help to reinforce the value of their studies. Below explores exactly what Communicative English is, some techniques on how to improve your English Communication Skills, as well as exploring the Communicative Approach, a tried and tested method for improving your English skills as effectively as possible.

Knowing how to speak fluently, one on one, with another English speaker is vitally important for various reasons! But, you need to have the necessary communication skills in order to reach this level. When it comes to communicative English, there are many different techniques that can help to give you the edge over other learners and native speakers in your conversations; ensuring a great first impression every time! Now that you have an idea of what Communicative English is, its time to explore the Communicative Approach and how to improve your English Communication Skills:

What Is The Communicative Approach?

The Communicative Approach is an idea that to learn English successfully, you have to communicate in the language, in meaningful situations, in order to see the value of your work. The communicative approach is a tried and test method for helping a student to acquire valuable communicative English skills, which they see true value in.

When a student is involved with real life communication, which is also meaningful to them, they see value in their work. This can help a student to develop a natural approach to language learning and vocabulary acquisition moving forward, outside of the classroom.

The communicative approach is not just limited to real life verbal communication. It is an approach to language learning in general. For example, a class utilizing the communicative approach could also include the study of “authentic texts” – texts written in the target language for a purpose other than your language studies. By adopting the communicative approach in your English studies, you will be able to

improve on your fluency, enabling you to be more confident when interacting in English.

The Communicative Approach is not new, it is said to have originated in Britain in the 1960s. So, with more than 50 years of usage as a tried and tested approach to language learning, the Communicative Approach is a proven success.

What Is Communicative Language Teaching?

Communicative Language Teaching adopts the communicative approach in order to educate a student with real meaning. Communicative Language Teaching allows learners to get involved with real communication, which will benefit their natural approach to learning a language. Communicative Language teaching has a very important role. This approach to language learning enables a student to use their new-found skills in a meaningful way, showing value from what they are learning.

When teaching communicative English, teachers can get rather creative with their approach. This is an excellent way of learning as it makes for more exciting classes, a nice change from the typical classroom and textbooks. For example, a teacher might give you an activity where the class has to come up with a role play scenario between two people. This is great because not only does it help to improve your English with creativity, but also puts pressure on you to have a real time conversation with each other in English.

The quality of Communicative Language Teaching is all dependent on the teacher. A teacher will need to make their material as motivating and as creative as they can, so that learners find their tasks meaningful, and see the value.

Another way in which a teacher might try to use the communicative approach within their classes is via cultural understanding. Having the right knowledge of a culture for the countries where your target language is being used is key to communicative language teaching. Make sure that you cover different, important cultural factors that are essential to communicating in English speaking countries. For example, in England, many people are taught to be polite and courteous, and even sometimes apologize when they are in the right, in certain situations. Knowing details like this will make it much easier to communicate with a native English speaker, or another learner also studying the language.

How To Learn Communicative English

Are you asking yourself “How Can I Learn Communicative English”? Well, to learn how to communicate in English effectively, you have to remember it’s not all about what you learn in the classroom or from your textbook. You need to know how to converse, communicate, and think fast. Learning how to communicate in English will require a lot of practice with people who speak the language.

When practicing your Communicative English Skills with others, you should always look to improve on the way you speak, the accent and the sentence structures you use, as well as anything you can pick up from the person you are speaking with – what’s their body language like? Do they use any slang words or phrases? What tone are they using to pose questions with? You can learn so much from others, and that’s what the Communicative Approach is all about really, learning from others in a meaningful and valuable way.

Many people think that you must go and visit an English-speaking country in order to perfect your communicative English. But, this really isn’t true. While it is true that speaking with a native English speaker can dramatically improve your communicative English, there are other ways you can practice. Maybe try finding someone online from an English-speaking country to voice or video call, or, its more than likely that there is a local group of English Speakers in your town or city. Conversing with English speakers online or from your own town or city can be a great alternative to traveling abroad, and can be just as beneficial to your English communication skills.

How To Improve Your English Communication Skills

There are hundreds of fantastic techniques out there that can help you to improve your English communication skills. Communicative English requires practice, and trying to perfect your communication skills is no easy task.

Below we have listed some of our top tips for when it comes to adopting the communicative approach in your studies, and helping you to improve your English communication skills:

Think Before You Speak – A great first tip for improving your English Communications Skills would be to think about what you’re going to say before you speak. By thinking about what you are going to say in advance, you reduce the chances of having to awkwardly wait while you develop an answer to a question or think about how to push a conversation forward.

Part of the Communicative Approach is to think about what you might have to say in advance, so that you're prepared for whatever direction your conversation takes.

Practice With Others – This is probably one of the most vital elements when it comes to perfecting your English Communication Skills and adopting the Communicative Approach within your studies. It is essential for you to practice with others, whether that be other learners or native speakers. By practicing with others, not only will you be getting real life English Communication experience, but you will also be developing your natural abilities for learning a language moving forward. Even the most proficient native speakers are naturally learning from their interactions.

Don't Just Learn Words, Learn Your Sentences Too – It's important to not only learn your vocabulary, as although this is useful, it's not going to benefit you when your conversation consists of more than a single word. Learn your sentences too! By learning your sentences and practicing these, you will be well prepared for a lot of English Communication scenarios. For example, if you know you are going to be meeting new people, then practice your sentences explaining who you are, where you come from, and what you like.

Of course, you can't always predict the direction of your conversations in advanced, but by learning your sentences and practicing these, you should be ready for a whole range of different topics.

Focus On Fluency – Another tip for when it comes to developing your Communicative English skills would be to practice your fluency. Try to speak as if you were a native! You may not get it right at the beginning, but hopefully the more and more you practice your fluency, the better your English Communications should become.

By practicing your fluency you are on the first track to faultless English communication skills.

Don't Rush When You Speak – You may be a lightning fast speaker when it comes to your mother tongue. But expecting to communicate as fast with a foreign language is not realistic. Slow down and think. More importantly, don't rush a sentence, because the last thing you want is a poorly formed sentence. If you spend less time rushing your sentences, it should give you more breathing space to think about what you're going to say. By taking your time to speak you will be ensuring that what you are saying is correct and makes sense.

Don't Run Out Of Follow Up Questions – Make sure you don't run out of follow up questions or you'll be left awkwardly thinking about what to say next. Learn different types of open questions that can lead to further discussions, some examples could be “What are your views on that topic” or “Can you tell me more about that it seems interesting”. For an effective communicative English approach, you need to listen to what the person you are speaking to is saying, and form an open question to help further the conversation.

By following our above tips, you will be able to further improve your English communication skills, ensuring effortless communication in no time at all.

Why Is Communicative English Necessary?

If you have already been exposed to the communicative approach, then it is likely you already know the benefits this approach can have on your English language studies, and the value it can provide. Communicative English is important as it can help a student to see value in their studies, in a meaningful way.

Strengthening your communication skills in English is necessary, and is a powerful tool that can be used for business, travel or simply to have a conversation in a different country. By improving on your communicative English, you are enabling yourself to not only hold a conversation in your target language, but you are also developing the required skills to go forth and develop a natural approach to language learning and vocabulary acquisition moving forward, on your own.

With more than 1.5 billion people speaking English as either their native or second language, we will leave it up to you to decide whether communicative English is really necessary.

21st century skills and the English language classroom

Are you teaching in a 21st century classroom? Chances are if you are an English language educator working in the classroom today, you have already moved well ahead of your peers and colleagues teaching math, science, and good old fashioned grammar. Now that you know you are 21st century teacher, what does that mean? And how do you know if you have moved ahead of the curve to embrace what we call the 21st century skills?

Actually, “21st century skills” is a bit of a misnomer. The prized skills of the 21st century actually have existed in teaching and learning as long as we have been teaching and learning. Socrates and Aristotle would feel right at home (although maybe underdressed) in a 21st century class. The phrase itself is meant to imply a classroom that is ready for the upcoming STEM needs of employment that will allow for innovation, development and major advances across tech and on-tech industries. Yet, the skills themselves do not imply a highly technological classroom. In fact, a modern 21st century class can be a surprisingly low-budget place.

The 21st century skills can be summarized by the 4Cs:

- Communication
- Critical Thinking
- Creativity
- Collaboration

Reading through this list, you may think to yourself, “Hey, those are my classroom goals as an English language teacher!” Finally, the rest of the world has caught up with the modern English language classroom. Of course, when describing these skills we aren’t just talking about teaching English, but skills that can be used to prepare learners for the 21st century. This means we want our students to be able to:

- Perform independently and with groups in a highly technologically advanced atmosphere
- Be ready for daily, global interaction
- Be cable of adaptive, flexible and creative thinking
- Understand how to plan for, build, and include collaboration with peers who are colleagues and experts in the field.

Students and 21st century skills

This goes a bit above and beyond the basics of the walls of the English language classroom. And yet, preparing our students for the 21st century doesn’t require a classroom that looks like the set of a science fiction movie. In fact, several teachers have

proved that you can embed 21st century skills by utilising the most important resource available in the classroom.

Your students.

Sergio Corraera is an inspired young teacher working at the Jose Urbina Lopez Primary School on the US Border with Mexico. After a year of teaching uninspired curriculum to students who were clearly disengaged he decided to go back to the drawing board. He spent time researching ways to improve student engagement and performance and stumbled across very interesting research that could be boiled down into one question: why? Or rather, getting students to ask the question: "why?" At the beginning of his next school year, he arranged the desk in a circle, sat his students down and asked: "What do you want to learn about?" Using this as the jumping off point he encouraged students to ask questions, to seek out more information and to find more questions to answer. Over the next year he saw the test scores of his students rise, the engagement and enthusiasm improve, and received approval and buy-in from his principal and fellow educators. With few resources and limited access to technology he found his students shifting from the lowest testing group in the nation to being ranked among the highest for their performance on standardised tests in the country. In fact, one of his students was the single highest performing maths student in the entire country.

Mr. Corraera was inspired by research and reports based on work of the Indian educator Sugata Mitra. The principle behind Mr. Mitra's approach is to drive students' curiosity by letting them drive their own learning. In one of his most famous examples he walked into a classroom in India with computers loaded with information. He explained to the students that he was curious about the big shining boxes that inside there was something interesting.

And then he left the students to it.

In the course of a year students had taught themselves everything from English to molecular biology, all without the guidance of a teacher. Rather, they were driven by their natural curiosity, playing off of each other's discoveries to go farther and learn more. Embodying what it means to be self-guided, innovative, collaborative and curious learners.

Keeping your curriculum in the 21st century

Clearly, these students given freedom were able to embrace questions of curiosity, motivate themselves and learn without guidance. And while this may be wonderful for learners, this isn't exactly helpful for teachers. To get to the 21st century skills and inspire motivation, do we have to throw away our syllabus and our books and trust only in our learners to motivate themselves?

Fortunately for those of us who have chosen a career in education, that is not the case. We as educators can take lessons from Mr. Correra and Mr. Mitra and use these as way to inspire interest and engagement in our own classroom while building 21st century skills in our learners. As language teachers it's a matter of blending the 4Cs more thoughtfully into a student centered classroom where learners can engage in high interest content that is relevant, useful, and promotes innovation.

Take your average prepositions lesson as an example. Even in the best communicative classroom a teacher may still spend some time explaining the rules, setting up the activity and delivering instruction. By applying the 4Cs we can turn this lesson a bit more on its head, making a typical ELL grammar lesson into something magical.

For example:

Collaborate: Start off by handing out magazines or picture books. Have the students collaborate together to choose a picture.

Communication, Critical thinking, and Creativity: Ask your students to work together to create to ways to give directions. One set of directions for a student who is blind. Another set of directions for a student who is deaf. Encourage students to think outside the box and think about ways to give the directions using a computer, a mobile phone, a television, or a YouTube video. While there may be some L1 use in the classroom the goal is for the final product to be in English. Stand back and watch your learners go.

Another way to engage with 21st century skills using a typical ELL lesson: the "What's your favorite food lesson?" At some point, we have all experienced it.

Collaborate: In groups, have students create a survey to assess classroom interest in 10 different foods representing different types of meals (breakfast, lunch, dinner, dessert).

Communication: Once finished have learners use the information to create a pie or bar graph to communicate the results and determine which meals are the favorite.

Critical thinking: Have the students compare their answers with answers from other groups. How many differences are there in the reporting? Is the information consistent with the same foods or does it change drastically? Have students compare their results with other teams. Then ask the groups to create a short writing or spoken piece to explain how their results differed from other students.

Creativity: Using the information collected from the class, and after analysing data from other students, have groups work together to create an advertising campaign that will make the foods that students liked least into foods students may like more. For example, if the survey said that most students did not like kim-chi-chigae for breakfast, the group would need to work together to create an advertising campaign to make kim-chi-chigae seem like a tasty choice for breakfast. To do this student should consider what makes certain foods more popular in the class. Of course this may require further follow up interviewing to find out why students like one thing and not another, this information can then be used in the campaign. This lesson may play out over a few days but in the end, everyone involved will have gotten a lot more out of the lesson than perhaps they had anticipated going in.

Both of these examples represent the use of 21st skills in the ELL classroom. Each lesson also embeds, in one way or another, important STEM skills. In the preposition lesson the students may use engineering and technology to find a better way to give directions. In our favorite foods lesson, students are engaging with science (and a bit of sociology) and mathematics. All together it becomes a rounded classroom experience where teachers have an active role as facilitator and students become inspired, self-guided learners-who still manage to work inside of the confines of the curriculum.

In the end, 21st century skills, and using them in the classroom, is not really about teaching at all. These skills, and truly the skills that will spell success for our learners in the future, are going to be how capable they are as independent and curious individuals. Our real challenge as educators is to model a desire to embrace the known, the unknown, and the just plain unknowable. As Alvin Toffler, writer and futurist, put it: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Ten trends and innovations in English language teaching

Technological innovations are part of education and English language teaching, but not all have staying power. The novelty of some innovations will wear out, and there are growing concerns about privacy and data protection. Only the innovations that come with solid teaching practices will stand the test of time. The examples below are some of the finalists of this year's ELT onwards.

Blended learning

As teachers combine digital media with more traditional forms of teaching, their course materials and resources reflect the trend. The **Combined Pre-Sessional Course** offered by King's English Language Centre (King's College London) combines face-to-face teaching and online lessons. For teachers who want to pepper their everyday teaching with practical online activities, Lindsay Clandfield and Jill Hadfield's **Interaction Online - creative activities for blended learning** emphasises the interaction between teachers and learners.

Mobile learning

Online resources are more accessible with a mobile app or a mobile-friendly version. **Wordable** (Playlingo Ltd. with Cambridge University Press) turns vocabulary-learning into a fun, competitive game you could play with your friends. It has built-in, spaced repetition and active-recall learning to make new words stick.

Essential English (Oxford University Press) uses mobile technology to provide free resources for teachers and students, including flashcards, phrasebooks, lesson plans and activities. Meanwhile, **Tri Pro English Website and Mobile Apps** helps learners to practise their listening through free, high-quality recordings divided into levels and coupled with comprehension questions.

Gamification

Appealing to football-lovers, **LearnMatch** (VE Vision Education GmbH) uses training sessions, friendly matches, leagues and cup games to make vocabulary learning fun for young learners. **Get Set, Go! Phonics** (Oxford University Press) uses chants, songs and games to help develop pre-school children's phonological awareness.

On an even more immersive scale, **Learn Languages with Ruby Rei** (Wibbu) plunges the learners into an interactive adventure game. They have to use their language skills to negotiate, collaborate and build friendships in order to escape from a forgotten planet at the edge of the universe. Any learning that takes place is incidental.

Embodied learning

Embodied learning is based on the idea that learning is not just about remembering. It involves using the mind and the body, collaborating, discussing and exploring. Learners need to be emotionally, intellectually, physically and socially engaged.

Courses such as **Doodle Town** (Macmillan Education) use visual, audio and hands-on activities to stimulate and inspire learning, getting young learners to draw, create, and be inquisitive. **Orbit** (Richmond) develops the young learners' socio-emotional and cognitive skills through a language course that follows the story of a ferret and children who go on adventures in multicultural environments.

Inquiry-based learning (or: 'learning in a complex world')

The scenarios that teachers come across in some course materials can seem simplified and unrealistic, leading us to wonder if we are adequately training our learners for real life in the 21st century.

Courses like **Fast Track 5** (EF Education First Ltd) and **Wider World** (Pearson with the BBC) use authentic video and audio content to bring the real world to teenage learners. They encourage teenagers to practise the soft skills and communication skills needed to take part in the global communities of the 21st century. Aimed at the adult learner, **Perspectives** (National Geographic) uses real-life stories and TED talks to motivate learners to think critically and creatively.

Danny Norrington-Davies's **Teaching Grammar: From Rules to Reasons** (Pavilion Publishing) is an alternative approach to teaching grammar. Teachers and learners discover how writers and speakers use grammar to express themselves in real life. Hugh Dellar and Andrew Walkley's **Teaching Lexically** (Delta Publishing) combines the teaching of grammar and lexis for more effective classroom practice, rather than over-simplifying language into a more traditional 'grammar + words' view.

English as a lingua franca (ELF)

When the concept of English as a lingua franca was first discussed by teachers, academics, writers and trainers, it was controversial. Many refused to consider how the concept of English as an international language might fit into course materials and language teaching. Today, we see resource materials like **PronPack 1-4** (Mark Hancock) taking a non-prescriptive approach to accent and instead focusing on increased intelligibility as the objective. Using elements of blended learning and gamification, this pronunciation course doesn't help the learner sound British or American, but instead prepares the learner to use English in the global arena.

Multi-literacies and trans-languaging

In global communities where English is a common language of communication alongside other languages, knowledge of other languages is an asset. Rather than diminish the learners' first language (also known as subtractive bilingualism), teachers are encouraging learners to use their own languages. This requires complex social and cognitive skills. In contrast, strict English-only classrooms are slowly becoming a thing of the past. Such linguistic diversity is celebrated in courses like the **Family Skills Toolkit** (Learning Unlimited Ltd) that encourages parents and careers of children learning English to see their bilingualism as a benefit.

Supporting learners of specific needs

As globalisation takes hold, '**glocalisation**' (adapting an international product to match what people want in their particular country or culture) becomes necessary. The more we understand individual learners' needs, the more we can tailor our lessons to suit them. Ros Wright's book **Learning English: English for Health and Social Care Workers** (Pavilion Publishing) provides learners not just with medical terms, but also knowledge of policies and procedures in the medical and care industry. Study **Legal English – the world's first legal English podcast** includes online learning materials and quizzes to gamify learning.

However, catering to learners with specific needs does not only mean English for Specific Purposes (ESP). **Imagine!** (Silva Education Ltd) caters to Brazilian learners from low-income families. **EAP for Syrian Academics Projects** provides online EAP lessons and material support for Syrian academics exiled across Turkey. **Supporting Learners with Dyslexia in the ELT classroom** is a teacher resource providing teachers with both theory and practical ideas of how to 'reach and teach' students with dyslexia.

Creating and sharing content

While there's much online content already out there for learners, some programmes and apps allow learners to produce their own content and share what they have created with others. Popular online sites like **Quizizz** and **Socrative** allow both teachers and students to create online games and play games that are shared by users from around the world. Websites like **Canva** allow teachers and learners to express their creativity through posters, social media memes and banners. Then there are mindmapping sites, comic-strip creation sites and movie-editing/movie-making sites.

Using content-creation tools like these allow learners to use language creatively, and turn language practice into a fun and engaging activity. ELTons finalist **Brick by Brick** (StandFor/ FTD Educação) is one such course for younger learners that has them creating and embarking on hands-on projects as they learn.

Learning and teaching management platforms

Learning management platforms (LMSs) like **Edmodo** are increasingly popular. They give learners an online way to find handouts, continue classroom discussions and submit homework. Now, online platforms are also used to communicate with parents and other stakeholders, give teachers and administrators a better overview of the curriculum, and help manage lesson plans and materials.

The **Royal ABC** (Prosper Education Pte Ltd) curriculum for four-to-six year olds comes with a teacher platform that allows teachers to manage lesson planning, complete administration, schedule homework and report to parents. This gives teachers more time to work with children in the classroom.

These tools may appeal because they seem shiny and new. But the true value of innovations lies in how much they can help learners to become better communicators in English., and the extent to which they can help teachers encourage learners in the most efficient, motivating ways.

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